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SMITH COLLEGE
THE INAUGURATION OF
PRESIDENT BURTON

1910



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SMITH COLLEGE

THE INAUGURATION
OF MARION LEROY BURTON





THE INAUGURATION
OF
MARION LEROY BURTON
PH. D., D. D.
AS PRESIDENT OF
SMITH COLLEGE

THE FIFTH OF OCTOBER
MCMX

NORTHAMPTON, MASSACHUSETTS
MCMXI

THE INAUGURATION OF MARION LEROY BURTON

At a special meeting of the Trustees of Smith College held in New York, April 10, 1909, Marion LeRoy Burton, PH. D., D. D., Pastor of the Church of the Pilgrims in Brooklyn, previously Assistant Professor of Systematic Theology at Yale University, was elected President of Smith College, the term of service to begin September 1, 1910. President Seelye continued to hold office till August 31, 1910, when his resignation took effect and he became President Emeritus, after thirty-five years of active service. September 1, President Burton who, according to the plan of the trustees had spent the preceding year in travel and investigation of other institutions, entered upon the duties of his office.

A committee appointed by the trustees from their own number and by President Seelye from the faculty, had charge of the arrangements for the induction of the new president. This committee fixed Wednesday, October 5, 1910, as the date for the inauguration and made the general plans for the exercises of the day, leaving to the faculty committee, under Dean Tyler as chairman, the working out of details and the adding of such sub-committees as should prove necessary. In accordance with the feeling that the exercises should be simple, but marked by a dignity and interest appropriate to the history and character of the college, the program was planned and a representative list of higher educational institutions was made up. That the graduates of the college might have a special share in the proceedings of the day, the officers of the alumnæ association, for-

mer alumnae trustees, and representatives from local organizations and from each class were formally invited. To all guests invitations were issued in May. In the spring also, notice was sent to classes and alumnae organizations and printed in the college and alumnae publications, that as many graduates as possible might be present.

All delegates, donors, and other special guests were entertained in the hotels, the campus houses, and the homes of the faculty and townspeople, who hospitably opened their houses. For the representatives from other institutions arriving on Tuesday, October 4, an informal reception with supper was held in the evening in Seelye Hall, as an opportunity for registration and for meeting President and Mrs. Burton, each other, and the senior members of the faculty.

Inauguration Day was warm and fine, most favorable for carrying out all the arrangements, and especially the plans for the procession across the campus to the John M. Greene Hall. This procession formed in the new library, which gave ample space for the gathering of the various divisions in the Gallagher reading room, the periodical room across the hall, the large L. Clark Seelye reference room. At ten o'clock the procession left the library under Professor Ganong, the college marshal, in the following order: President Burton and Governor Draper, President Seelye and Mayor Coolidge, the trustees of the college, the president of the alumnae association, the speakers of the morning, the candidates for honorary degrees, the delegates from educational institutions, the faculty, the alumnae delegates, the students' council. The delegates from educational institutions and the marshals were in academic dress.

Between lines of students in white, the procession passed across the campus by the Wallace and

Dewey Houses to the main entrance of the new hall on Elm Street. The audience, already seated by student ushers from the senior class, rose as the procession entered, and stood until the delegates had taken their places. The presidents, the governor, the presiding officer and the treasurer of the college as representatives of the board of trustees, were in the middle of the platform, the governor's staff and the marshal just behind. In rows facing slightly toward the center sat the mayor, the candidates for honorary degrees, the speakers, and the delegates from institutions, while the trustees and part of the faculty filled the back of the stage in straight, rising tiers. The rest of the faculty, the *alumnæ* representatives, and the students' council were downstairs in the center. Practically the whole student body was gathered in the hall, filling the galleries on both sides of the choir and the last rows of the floor, to take an enthusiastic part in the induction into office of the new president of Smith College.

THE DELEGATES FROM INSTITUTIONS

UNIVERSITY OF KIEL

ERNST R. DÄNEL, PH. D., Professor of Modern History; Kaiser Wilhelm Professor of German History and Institutions; Visiting Professor at Columbia University, 1910-11

UNIVERSITY OF BERLIN

MAX FRIEDLÄNDER, PH. D., Professor of the History of Music; Visiting Professor at Harvard University, 1910-11

AMERICAN COLLEGE FOR GIRLS, CONSTANTINOPLE, TURKEY

ISABEL FRANCES DODD, Professor of Art and English Literature

ROYAL VICTORIA COLLEGE, MCGILL UNIVERSITY, MONTREAL

ETHEL HURLBATT, A. M., T. C. D., Warden

UNITED STATES BUREAU OF EDUCATION

HON. ELMER ELLSWORTH BROWN, PH. D., LL. D.,
Commissioner of Education of the United States

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Dean of the Faculty of Arts and Sciences

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the Corporation

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Philosophy

PRINCETON UNIVERSITY

PAUL VAN DYKE; A. M., D. D., Professor of History

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WILLIAM TENNEY BREWSTER, A. M., Professor of
English

UNIVERSITY OF PENNSYLVANIA

JOSIAH HARMAR PENNIMAN, PH. D., LL. D., Professor
of English Literature

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LL. D., President

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sor of Ecclesiastical History

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HOBART AND WILLIAM SMITH COLLEGE

MILTON HAIGHT TURK, PH. D., Dean of William
Smith College

WESTERN RESERVE UNIVERSITY

CHARLES FRANKLIN THWING, S. T. D., LL. D., Presi-
dent

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MARY MORISON, Vice-President

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- 1906 MARION E. DODD
- 1907 LAURA CASEY GEDDES
- 1908 MARY BYERS SMITH
- 1909 HARRIET G. BYERS
- 1910 HELEN BIGELOW

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(Delegate from the University of Chicago)

THE INAUGURATION EXERCISES

THE FORMATION OF THE PROCESSION
IN THE LIBRARY

HALF PAST NINE O'CLOCK

THE INAUGURATION OF
MARION LEROY BURTON, PH. D., D. D.,
IN THE JOHN M. GREENE HALL

HALF PAST TEN O'CLOCK

ORGAN PROCESSIONAL

"Marche Pontificale" Lemmens

INVOCATION

The Reverend Laureus Clark Seelye, D. D., LL. D.,
President Emeritus of Smith College

THE INDUCTION OF THE PRESIDENT

On behalf of the Trustees of Smith College
The Honorable Charles Nathaniel Clark, A. M.,
Secretary of the Board of Trustees and Treasurer of
Smith College

THE RESPONSE OF THE PRESIDENT

ADDRESSES OF GREETING

On behalf of the State of Massachusetts
His Excellency Eben Sumner Draper, Governor of
Massachusetts

On behalf of Harvard University
Abbott Lawrence Lowell, LL. D., President of
Harvard University

On behalf of the Faculty
Henry Mather Tyler, D. D., Dean of the Faculty

On behalf of the Alumnæ
Mary Duguid Dey, former President of the Alumnæ
Association

On behalf of the Undergraduates

Sara Campbell Evans, of the Class of 1911, President
of the Students' Council

ANTHEM

"Lift thine eyes" . . . Mendelssohn's "Elijah"
The College Choir

Lift thine eyes to the mountains whence cometh
help. My help cometh from the Lord, the maker
of heaven and earth. He hath said, Thy feet shall
not be moved, thy Keeper will never slumber.
Psalm 121: 1-3

THE INAUGURAL ADDRESS

The President of the College

HYMN

"O God, our help in ages past" Tune: "Miriam"

O God our help in ages past,
Our hope for years to come,
Our shelter from the stormy blast,
And our eternal home!

Under the shadow of Thy throne
Thy saints have dwelt secure;
Sufficient is Thine arm alone,
And our defense is sure.

Before the hills in order stood,
Or earth received her frame,
From everlasting Thou art God,
To endless years the same.

A thousand ages in Thy sight
Are like an evening gone;
Short as the watch that ends the night
Before the rising sun.

Time, like an ever-rolling stream,
 Bears all its sons away;
 They fly, forgotten, as a dream
 Dies at the opening day.

O God, our help in ages past,
 Our hope for years to come,
 Be Thou our guard while life shall last,
 And our eternal home.

THE CONFERRING OF DEGREES

Presentation by Harry Norman Gardiner, A. M.,
 Professor of Philosophy

CANDIDATES FOR HONORARY DEGREES

Doctor of Science

Florence Rena Sabin, B. S., M. D.
 Ellen Henrietta Richards, A. M., B. S.

Doctor of Humanities

Harriet Boyd Hawes, A. M.
 Caroline Cordelia Yale, LL. D.

Doctor of Laws

Mary Emma Woolley, A. M., L. H. D., Litt. D.
 Julia Henrietta Gulliver, Ph. D.
 Mary Whiton Calkins, A. M., Litt. D.
 Jane Addams, A. M., LL. D.
 Julia Ward Howe, Litt. D., LL. D.

"FAIR SMITH"

Words by Regina K. Crandall of 1890
 Music by Benjamin C. Blodgett

The College Choir

Fair Smith, our praise to thee we render,
 O dearest college halls;

Bright hours that live in memory tender
 Are wing'd within thy walls.
 O'er thy walks the elms are bowing,
 Alma Mater,
 Winds 'mid branches softly blowing,
 Ivy 'round thy towers growing,
 Alma Mater.

Tho' time may prove the pleasure fleeting,
 No hour is spent in vain;
 True hearts behold the future meeting,
 Our friendships cannot wane.
 Of thy care forgetful never,
 Alma Mater,
 Bound by ties that nought can sever,
 Still to thee returning ever,
 Alma Mater.

And while the hills with purple shadows
 Eternal vigil keep,
 Above the happy river meadows
 In golden haze asleep,
 May thy children thee addressing,
 Alma Mater,
 Still with grateful praise unceasing,
 Speak in loyal hearts thy blessing,
 Alma Mater.

BENEDICTION

The Reverend George Harris, D. D., LL. D., President
 of Amherst College

ORGAN RECESSIONAL

"Marche Religieuse" on a theme by Handel. Guilmant

LUNCHEON FOR THE DELEGATES

IN THE ALUMNÆ GYMNASIUM

ONE O'CLOCK

ADDRESSES
AND
THE PRESENTATION OF DELEGATES
IN THE JOHN M. GREENE HALL
THREE O'CLOCK

PRELUDE

Hymnus	Von Fielitz
Menuet from E ^b Symphony . . .	Mozart
Overture to "Der Freischütz" . .	Weber

The College Orchestra

ADDRESSES

Mary Emma Woolley, L. H. D., Litt. D., LL. D.,
President of Mount Holyoke College

Ernest Fox Nichols, D. Sc., LL. D., President of
Dartmouth College

Cyrus Northrop, LL. D., President of the University
of Minnesota

MUSIC

Adagio from the "Scotch Symphony" Mendelssohn
The College Orchestra

SALUTATIONS FROM DELEGATES

Max Friedländer, Ph. D., Professor of the History
of Music in the University of Berlin; Visiting Pro-
fessor at Harvard University, 1910-11, Represent-
ing Foreign Institutions

Donald John Cowling, Ph. D., D. D., President of
Carleton College, Representing American Institu-
tions

THE FORMAL PRESENTATION OF DELEGATES

ORGAN POSTLUDE

Allegro con fuoco from the Sixth Sonata Guilmant

RECEPTION BY PRESIDENT AND MRS. BURTON

TO THE DELEGATES AND INVITED GUESTS

IN THE STUDENTS' BUILDING

HALF PAST FOUR O'CLOCK

THE FIRST COLLEGE CONCERT OF THE YEAR

IN THE JOHN M. GREENE HALL

QUARTER PAST EIGHT O'CLOCK

THE BOSTON SYMPHONY ORCHESTRA

Professor Arthur Lincoln Gillett, A. M., D. D., of the board of trustees presided at the induction exercises. Succeeding in 1900 his father, the Honorable Edward B. Gillett, A. M., one of the original board, Dr. Gillett maintains the family tradition of service to the college.

THE INVOCATION BY THE REVEREND
LAURENUS CLARK SEELYE, D. D., LL. D.

O God, who art and wast and art to come, in the knowledge of whom standeth our eternal life, we adore and worship Thee, the Father everlasting, the primal source of wisdom, love, and power, the giver of every good and perfect gift. Thou hast made us in Thy image; and hast given us minds to know Thee and hearts to love Thee; and Thou hast loved us with an everlasting love. How precious are Thy thoughts unto us, O God! how great is the sum of them!

We thank Thee that from age to age Thou art educating Thy children to think more of Thy thoughts and to behold with clearer vision Thy glory,—as it has been revealed in the wonders of creation, in the movements of human history, and in Thy Son Jesus Christ our Lord. We thank Thee for these seats of learning where we can learn what sages have discovered in the past, and where we can add to the knowledge we receive for the benefit of future generations. Thou dost permit us to reap what others have sown, and at the same time to sow the seed for more abundant harvests which others can reap.

We thank Thee for the farsighted sagacity which conceived this college, for the Christian charity which laid its foundations and by which it has been

enlarged and enriched. We thank Thee for the trustees, teachers, and students, who have coöperated to promote its efficiency and to make it what it is to-day. Continue to bless and prosper it, we beseech Thee. Here may Thy spirit of truth which guides Thy children into all truth continually abide, and so control and shape whatever instruction is given that no member of this college shall ever be willing to barter the truth for any other possession. Here also may that charity, which vaunteth not itself, is not puffed up, and doth not behave itself unseemly, reign in every heart, that with increasing knowledge there may grow increasing virtue and a deeper reverence for whatsoever is pure and good. On this festal day, with its precious memories and encouraging hopes, we pray especially for Thy benediction upon him whom in Thy good providence Thou hast called to preside over this college and to administer its affairs. Give him abundantly of Thy grace and wisdom and love, that he may lead aright those who are entrusted to his care. Through his efficient administration may the opportunities for gaining wisdom be multiplied, and the highest ideals of womanly dignity, strength, and grace be more fully realized.

Bless and prosper all other institutions of learning. Enlighten them with Thy truth and strengthen them with Thy strength. May their united efforts help to free men from superstition, from false doctrine, and from every form of error.

Let Thy blessing rest upon this Commonwealth by whose authority the college is chartered and protected. Grant unto his Excellency, the Governor, fidelity and firmness to execute our laws, and unto our legislators the wisdom and the disposition to find out and enact laws which shall accord with Thy righteous will.

Free us as a people from brutality, from lawless violence, from the greed of money and of power, that we may become Thy loyal subjects and more serviceable in advancing Thy kingdom of righteousness and peace,—for Thine is the kingdom and the power and the glory forever. Amen.

THE INDUCTION OF THE PRESIDENT BY THE
HONORABLE CHARLES NATHANIEL CLARK,
A. M., SECRETARY OF THE BOARD OF
TRUSTEES AND TREASURER OF SMITH
COLLEGE

You have been chosen, Sir, to the highest office of trust within the gift of Smith College. You have assumed the duties of that office, and it is now fitting and customary that some public announcement should be made of that event and that you should be installed in that office with due and proper ceremonials. We are gathered here this morning for that purpose, and it is my pleasant duty to transmit to you these insignia of your office.

The Charter. Under this instrument, this college has acquired and maintained its existence. It was conferred by grant to the college through the grace and the favor of the Commonwealth of Massachusetts. Under its provisions all our powers, rights, and privileges have been bestowed. And under the same provisions all our corresponding obligations, duties, and services have been imposed.

The Seal of the College. From time immemorial mankind has been wont to ratify and confirm all its more solemn and important contracts and agreements by the use of a seal of some form or fashion, and it is to be noted, that the relative position of importance of the seal has not as yet been lost, and that it stands to-day, as ever, one of the most important tests in determining the regularity and the validity of every corporate act.

The Keys of the College. To the bearer of these,

literally, every access and most complete control is given over all that this college has thus far received and acquired; and figuratively, they will open to the same bearer every field of knowledge which he may enter, and welcome those who like yourself are seekers after wisdom.

In the presence then, of this host of assembled witnesses, by virtue of the power and authority conferred upon me for this purpose by the Trustees of Smith College, and in its name and in its behalf, I now hand to you this charter, this seal, these keys. Take them. Guard them as your own. Take them for what they are in and of themselves. But far and away and beyond all that, assume at that same time all those rights and powers and duties which through me are now vested and conferred upon you in their representative and symbolical capacity. Make use of every power and faculty conferred upon you, remembering the interests that are in your charge.

And now, Sir, it is a privilege to congratulate you upon this opportunity for service. To us it seems a most magnificent and inspiring one. Foundations have been laid and a part of the superstructure that shall be has been reared. But how much is still left for the builders that are and are to be! Be not dismayed at this prospect. Remember that the leadership and initiative will all be for you, and that also in you shall be the final and lasting decision. Still in all things you have the cordial and the best wishes of the host of those who are interested in every cause and phase of education, and you have beyond that the unfaltering loyalty and support of our undergraduates, of the alumnæ, of the faculty, and of the trustees. Hesitate not, make yourself free to ask of each and every one of these whatever of aid, of

assistance, of comfort, the hour and the time may seem to require.

And now, Marion LeRoy Burton, I proclaim you President of Smith College.

THE RESPONSE OF THE PRESIDENT

SIR: I accept these symbols of office, I trust with full sense of the obligations and responsibilities involved. I solemnly pledge myself to do all within my power to conserve the resources, advance the interests, and maintain the ideals of Smith College. May the blessing of Almighty God rest upon the relationship thus publicly established!

THE ADDRESS OF GREETING ON BEHALF OF
THE STATE OF MASSACHUSETTS BY HIS
EXCELLENCY EBEN SUMNER DRAPER,
GOVERNOR OF THE COMMONWEALTH

MR. PRESIDENT, PRESIDENT SEELYE, DISTINGUISHED GUESTS, LADIES AND GENTLEMEN:

I am sure you will pardon me before reading the few words that I have prepared, if I say how novel an experience this is to me and how delightful. I have never seen so beautiful an audience. I have never heard such charming applause. And I assure you that not one word that I have said thus far has in it the slightest flattery.

Smith College has been in existence thirty-five years. Starting in a small way, it has grown to be a great institution which has accomplished a great work. The object of the college was to furnish young women with means and facilities for education equal to those which are afforded in our colleges for young men. It was not intended to fit woman for any particular sphere or profession, but to develop her intellectual capacities so that she might be a more perfect woman in any position. These two great objects have been achieved to a remarkable degree, and that is glory enough for any institution.

The life of the college has been also the life of your distinguished ex-president. Your success has been his life work and I can think of no happier old age than to be able to look back on a great work well done and successfully finished.

The distinguished gentleman who is to-day to assume the office of president of this institution has a great and most pleasant responsibility. I do not

doubt that the successful record which has been made by his predecessor will be an inspiration to him for greater progress in the future.

It is fitting that the Governor of Massachusetts should be present to-day at the induction into office of your new president, not because of any qualifications that I may have to participate in these exercises, but because the official representative of the Commonwealth of Massachusetts should be present at any function as important as this in the educational life of the Commonwealth. Massachusetts stands for nothing if she does not stand for what is best and most progressive in education, and she considers herself fortunate that she has within her borders this great and successful college. In this section of the country where we lack so many of the natural resources that other states possess, we come to value most highly those results which can be brought about only by proper educational facilities. We realize that our people to compete in the life struggle must be properly prepared physically and mentally for the race, and as a Commonwealth we have ever been proud of the position attained by our public schools and the great educational institutions located within our borders. We believe in education because we believe that the future prosperity of this state and nation depends upon the proper education of the young men and young women of to-day.

I have been very glad indeed to be here in my official capacity, and I wish to this institution and to its new president great prosperity and success in the future.

THE ADDRESS OF GREETING ON BEHALF
OF HARVARD UNIVERSITY BY ABBOTT
LAWRENCE LOWELL, LL. D., PRESIDENT
OF HARVARD UNIVERSITY

It is a privilege to offer here on behalf of the colleges of America a greeting to President Burton. It is a pleasure on account of the magnificent work that has been done by this institution, the largest woman's college in the world. Of late years attention has been turned strongly to training in all the professions and to technical studies. And it is well that it should be so. The power of any nation and the standard of life among its people depend upon an expert knowledge and upon the command of man over the forces of nature; and for this professional training a thorough knowledge of applied science is essential. But industrial prosperity alone will not make a nation great or its people happy. We need to cultivate also the refinement and the loveliness of life, the inspiration that comes in literature, in art, in history, and in nature. And we have learned that to do this we must educate not only our young men but also our young women; and we have learned that we must educate them not only on the older lines of a polished accomplishment, but we must educate them by a strenuous if not a severe study in the broad fields of human attainments.

It has been said that the realm of woman lies primarily in the home, and in the care of children. But if that be so, it is not merely to make the home comfortable and to make the children healthy and well behaved; it is to make the home cultured and to give

the children an ennobling and elevating sense of the things that are beautiful and worthy in life. More than in any other country in the world the education of both boys and girls is entrusted in America to women, and it is the college which decides the standard of the scholarship which they need for impressing, at the most impressible age, the minds of the rising generation.

The separate college for women has also the great merit that it teaches young women to value culture without making young men think that culture is something peculiarly feminine.

It is a pleasure on behalf of the colleges in this land to thank you, President Seelye, for the great benefits that you have conferred upon our nation by building up and guiding this college so many years.

It is a pleasure to bring their greetings to President Burton on account of the unbounded possibilities that lie before him in the future. No man at present can foresee the future of higher education, and especially of the higher education of woman, but the colleges of the country look to you with great expectations for the future of Smith College under your administration.

THE ADDRESS OF GREETING ON BEHALF OF
THE FACULTY BY HENRY MATHER TYLER,
D. D., PROFESSOR OF GREEK LANGUAGE
AND LITERATURE ON THE JOHN M.
GREENE FOUNDATION, DEAN OF THE
FACULTY

Since his appointment to his chair in 1876, Professor Tyler has served the college with unfailing ability and devotion as teacher and administrative officer, in times of need also assuming the duties of president of the college. The father of Dean Tyler, Professor William S. Tyler of Amherst College, was President of the Board of Trustees which received the charter in 1871, and which so largely shaped the policy of Smith College for the first twenty-five years of its existence.

MR. PRESIDENT, LADIES AND GENTLEMEN: It is with a certain feeling of proud diffidence that I present myself here to speak on behalf of the faculty of the college. We are a company made up of more than one hundred women and men, and each one has his or her full share of human nature, and if any one asserts that some of us have even more than the due proportion I am not prepared to dispute it. But I am impressed with the fact that it would be a bold man who would venture to hope that he could adequately represent such a company. I rather rejoice that as time goes on they will speak far better than I could for them, each for himself.

We are the most constant and we try to be the most efficient part of the college. We are, however, in a hopeless minority, surrounded by a constituency made up from a class which has from of old had a wide reputation for success by gentleness and

sweet reasonableness in ruling the world. It is quite possible that we are not always as efficient as we sometimes imagine that we are. But we are, students and faculty alike, one in our desire for that which is best for the college, provided we can only find it. We are therefore a community of many and diverse problems; in our administration we make a company of many opinions, but I hope we are not over-opinionated. We all have different ideas but we can generally harmonize. We are one in our devotion to the ideal of the college that women are entitled to the best which education can give and to be not a whit less what they are by nature. In subjection and subordination to this ideal we crave for ourselves a large liberty, the privilege of asserting our own individualities, of proving that our *facultas* is not mere *facilitas*.

With these ideals in mind we are glad to welcome our new leader, not as a master, but in a spirit of generous, mutual comradeship. We recognize that a college, as the very name implies, should be a unit made up of many parts. We appreciate that we must learn in every movement to keep step. And with this purpose in mind I am very glad to say to you, Sir, on behalf of the Faculty of Smith College, not—may you go on to do for the college more than has ever been done before, but let us go on and let us go on together.

THE ADDRESS OF GREETING ON BEHALF OF
THE ALUMNÆ BY MARY DUGUID DEY,
FORMER PRESIDENT OF THE ALUMNÆ
ASSOCIATION

PRESIDENT BURTON: With the shouts ringing in my ears of "Cheer, cheer, cheer for President Seelye" from thousands of enthusiastic alumnæ on that wonderful day last June, I come on this charming day in October to extend a most hearty welcome from these same alumnæ to our new president, Dr. Burton. Up to this time we have known but the one president whose paternal interest manifested toward each individual alumna, has made of us all one family of sisters. There is no way in which we can better show our devotion to him and to our Alma Mater than by pledging our loyalty to the one who has been chosen to carry forward the Smith College standard to still greater achievement. From every state of our beloved land, and from many a country across the seas, the thoughts of our Alumnæ turn to-day in greetings to our new president. To me has been accorded the high privilege of extending the hearty welcome, bespeaking the high hopes we all have in you. We stand ready to do our part to help you to help the college, and we hope that you will test our loyalty by constant demands upon it. "The little one has become a thousand,"—the sixteen of that immortal first class which greeted President Seelye in September, 1875, has become the 1600 of the present college, the 4547 alumnæ, the 2500 non-graduates greeting President Burton in September 1910.

The alumnæ whom I have the honor to represent are widely scattered. Some of our members have gone to far distant lands to bear the message of love and enlightenment to darkened minds. Others have entered professional life and have won success in literature, journalism, architecture, law, medicine, theology, and other fields. A much larger number have occupied positions of responsibility in educational institutions, where they have reflected honor on their Alma Mater. Very many have cheered the fireside, either in the homes of their parents where they have ministered to them in their advancing years, or in homes of their own where they have been devoted wives and mothers. I strongly suspect that President Seelye has rejoiced as keenly over every Smith College home that has been established as over distinction won in more conspicuous fields of activity, even though the only degree added to the alumna's name was one not recognized in academic circles, that of M.F., *Mater Familias*.

Our alumnæ have labored together to show their appreciation of their Alma Mater, and several substantial memorials testify their devotion to it. The Phelps Memorial Library, the Alumnæ Gymnasium, the L. Clarke Seelye Library Fund, the Students' Building, the Library, this new auditorium, this beautiful organ, are a few of the larger enterprises in which the alumnæ have had a conspicuous part. The hard work was all forgotten when we heard President Seelye call us "his beloved alumnæ, his joy and crown of rejoicing." We are democratic, we enjoy a good time, we are ready to lend a hand whenever and wherever needed. We take our religion as we do our work and our play, normally, and few of us know just how to express the religious idea which is the inspiration of our daily lives; we are

confident it is there and that it was moulded and developed during our college years by the broad but vital instruction imparted by President Seelye and those associated with him. We are all interested in whatever makes for the truest and highest advancement of our college and are ready to coöperate that the loftiest ideals may be realized. This wealth of devotion and this willingness to serve our Alma Mater, I offer to you from the alumnæ, President Burton, with the hope that it may prove a source of strength and inspiration to you in this new task which you have undertaken and to which you are bringing the strength and promise of your young manhood.

THE ADDRESS OF GREETING ON BEHALF OF
THE UNDERGRADUATES BY SARA CAMP-
BELL EVANS OF THE CLASS OF 1911, PRES-
IDENT OF THE STUDENTS' COUNCIL

DR. BURTON: It is my privilege to-day to welcome you to Smith College on behalf of the members of its student body. In according to you this welcome I can also say for them that they hold in tender affection, high admiration, and sincere respect the noble president whom you succeed. The traditions of Smith College will ever preserve the memory of him whose genius laid its foundations, whose wisdom guided its councils, and whose energy put its plans into execution. The "open sesame" to the hearts of Smith College is the name of President Seelye. I am here to-day to pledge you the same affectionate loyalty we have shown him. The president of Smith College is the center around whom all our interests revolve, from whom all influences radiate, and to whom all loyalty is due. The student body may change but Smith College abides. And it is for the college itself, now and forever, that the student body, here and hereafter, pledge you their support.

I am not exceeding the bounds of propriety when I assert that the spirit of the student body is the heart of the college; the faculty in its wisdom may represent its head, but the students in devotion represent its heart. That indefinable essence that we call the college spirit, the spirit that cannot be reasoned with, but must be reckoned with, the spirit which makes us loyal to the college, careful of its dignity, observant

of its regulations, and proud of its triumphs, is the spirit of the student body. The best part of any college career is its companionship, for it is a community where individual values are tried out in the estimation of one's fellows and one rises or falls by merit. Great is the value of knowledge. Worthy is the accomplishment of the scholar; but the best part of any college career is that stern tuition in independent womanhood that one gets from the student body. It is a shaping for life, a compromise of all influences, a radiance that combines all colors. And what is the spirit of this student body? We are here from all sections of the country. Therefore we are Americans in our sentiment. We are all women with a serious purpose. We believe in knowledge; we believe in wholesome athletics; we believe in Christian character; and we believe in Smith College. We stand for wholesome, Christian, American womanhood, and we think it the best type of womanhood the world over.

As a legacy from our president emeritus the student body pledges a continuance of that devotion which has been accorded him during the many years when this college was in the making. To our president we shall show a student body that "in well-seeming ranks march all one way." And we pledge our coöperation in working out the problems that will make the future of our great institution.

THE INAUGURAL ADDRESS BY THE PRESIDENT OF THE COLLEGE

MR. CHAIRMAN, YOUR EXCELLENCY, THE GOVERNOR, PRESIDENT SEELYE, DISTINGUISHED DELEGATES, ALUMNÆ AND STUDENTS, LADIES AND GENTLEMEN:

I shall not attempt to convey to you (for it would be impossible for me to do it adequately) my appreciation of the greetings which have been expressed upon this occasion. It seems to me that the only appropriate response at such a time is the response of silence, beneath which lies the trust that not in one's words but in one's life shall be found a worthy recognition of your greetings.

The occasion which has brought us together suggests the general field of thought with which we must deal. We are all concerned with the work of the American college. But its aims are so diverse, its problems so complex, its methods so varied, that it becomes necessary to select some one aspect of the subject for treatment. A needed emphasis upon one phase of the college question determines our precise line of thought. In any search for the paramount duty of the college, we come inevitably to a consideration of the student. Without minimizing other significant factors, we must candidly admit that the student does not exist for the college but that the college as such, exists for the student. It seems appropriate, therefore, that we should concentrate our attention upon the subject: The Student's Place in the College.

It becomes necessary for us to formulate as

definitely as possible our conception of the aim of the college. Not until we are aware of the ends sought in our institutions are we able to determine the true place of the student. Speaking of the American college in general, what do we conceive to be its fundamental purpose? We distinguish several factors. With a mere mentioning of the demand for the conservation and development of the physical well-being of the student, important as that is, we pass at once to a consideration of the intellectual aspect of the aim of the college. It is necessary to distinguish clearly the college from the university. It is not primarily a place for scientific research, original investigation, and advanced specialization, but of broad culture, liberal education, and general orientation in various fields of knowledge. Its primary aim is broad scholarship rather than original contributions to knowledge, its emphasis is upon personality rather than upon research. But this does not mean that the university ideal is ignored. The primary aim is broad intellectual culture, the secondary purpose, if the former is to be realized, must be a true and worthy emphasis upon the spirit of research and the worth of original investigation. While according first place to broad cultural training, the spirit of scholarly investigation may and must be exalted by the efficient college of the present century. Acknowledging frankly the paradox which is involved in this dual aim, nevertheless it becomes the work of the college to enable the student both to secure a wide acquaintance with the world's knowledge, and to acquire a compelling interest in some particular field of thought. This is necessary to avoid the narrowness and barrenness resulting from premature specialization, and to escape the shallowness and indefiniteness of general knowledge. But beyond

this ideal for the content of knowledge, the college should aim to develop in every student the scholarly spirit, and should endeavor to establish the habit of independent and original thought. The student of to-day must acquire the power to think and to pass judgment upon the results of his own work and that of others. The underlying principle of his intellectual life must be an unbiased search for truth in all fields. In the realm of the mind, nothing is to be feared more than error, nothing is to be sought for more eagerly than the truth. Whatever other large and important functions the college may exercise, it must aim at scholarship. Low educational standards, failure to give the student both wide knowledge and a love for the spirit of learning is contradictory to the very genius of the college.

But all recognize that this emphasis upon scholarship is not intended to qualify the statement that the ultimate aim of the college is character. The graduate school rightly emphasizes scholarship and research. The college has the important function of producing manhood and womanhood. This is its supreme task. Knowledge without character is a menace to society. The college, therefore, rightly aims to inculcate the fundamental virtues. Moreover, with the student's developing knowledge, it must aim to give him a world-view, a philosophy which will enable him to adjust himself to life. He must be led to feel the inspiration and dynamic of religion presented in its broad and reasonable aspects. But above all, and as a result of all, the college must aim at the conquering of the most difficult phase of character building, that of transmuting knowledge into action. The Socratic doctrine that knowledge is virtue is true only in a partial sense. Knowing is not doing. A willingness to act, an eagerness to perform, an enthusiasm for

achievement, these must be implanted deep in the characters of our youth. The diffusion of knowledge is an important task, but the impartation of inspiration which transforms knowledge into action is the highest service. Just here lies the supreme mission of the college.

But thus far we have been too subjective. What is the ultimate meaning of physical vigor, of mental acumen, and of sterling character? Is their goodness purely intrinsic, or is it good *for something*? Surely our aim for the college will assume vital significance only as we view it in the light of its objective aspects. Is all our college training, therefore, to become vocational? With all the worthy emphasis that is being increasingly placed on the need of utilitarian education, it must be emphatically said that the college is not a technical nor professional school. In the German universities, the Philosophical Faculty has assumed a quasi-professional function in that it serves as a training school for future teachers in the Gymnasia, but this has in no way interfered with or altered its fundamental aims as a school of research or as a preparation for students entering the professional schools. Just so the American college may find a partial solution at least, for the vexed question of a supposed conflict between vocation and culture. With the opportunities opened through a wise use of the elective system, it becomes quite possible for the student to make his college course thoroughly cultural, and at the same time contribute distinctly toward actual efficiency in after life. Culture and power are not necessarily opposed to one another nor need they be sought entirely in chronological order. They are not mutually exclusive. The college however, is the place for laying broad foundations and for acquiring general culture, not for preparing

specifically for a vocation or equipping oneself definitely for a profession.

In our search for the objective factor in our training have we returned to our original subjectivity? Not so. Life is more than toil. Our aim must be to educate the individual student *for something* or we fail. That such a something exists in this American democracy is apparent. We live in a critical period of our national life. The unprecedented accumulation of wealth, the consequent presence and increase of luxury, the appearance and growth of a leisure class, all suggest a serious problem. Our youth in all grades of instruction must be trained to conserve the best interests of our nation. Adequate knowledge of our history, clear conceptions of our fundamental traditions of democracy and freedom, ready ability to discern forces which make for the destruction of these ideals, and willing purpose to attack these destroying forces, these must be the aims of our education. America, peculiarly dependent upon the character of her people, demands to-day that her youth be equipped to maintain our national stability, to give permanence to our institutions, and to serve her by wise leadership. The importance of the social aspect of education, therefore, cannot be overestimated. If any truth needs emphasis in modern education, it is that personality is social. We aim to develop the individual student for efficient service as a citizen. We train our youth for the nation.

But again we have not completely stated our aim. National boundaries are purely arbitrary. It is worthy to train students for national permanence, but the true principle of democracy transcends narrow nationalism. The student must be universalized in his outlook and sympathies. He must become a citizen of the world and a defender of the cause of world-

wide humanity. Narrow provincialism, sensitive nationalism, blind racial and religious prejudices must be banished. The beauty, the truth, the goodness of the world and of humanity must be recognized beneath the externalities of other peoples. The youth must become at home in all ages, in all countries, with all peoples, recognizing the universal demands of truth and justice and social service in the presence of all human need.

But in our statement of the aim of the college we must recognize that to-day we are particularly concerned with the education of women. This, however, need not make us blind to the truth that there are large common elements in the education of men and women. True education is directed toward personality rather than sex, toward human beings rather than men and women as such. An objective and independent order of truth in all fields of human knowledge must meet the rational requirements of both. The area in which their mental needs are identical is much larger than the area in which they are different. Again the graduates of the men's and women's colleges are to live in much the same environment. They enter the same collective life, enjoy the same country, accept the same traditions, obey the same laws, conform to the same customs, and struggle against the same social conditions. But above all, in the realm of character where we find the supreme aim of the college, we utterly repudiate a dual standard of virtues for men and women. Justice, integrity, and veracity are not conditioned by sex. How apparent then that the college for women, as an integral, natural, and significant part of the educational world, is rightly concerned with the general aim of the American colleges.

But a frank recognition of the common elements of our task only increases the necessity of a clear demarcation of the distinctive and unique field of the women's college. Experimental psychology in recent years has cast much light upon the fundamental differences between boys and girls. In matters of apperception and memory, in reactions to environment, in recognition of social distinctions, in the content of their conversation, in rapidity of development, and in various other respects, boys and girls show differences which the modern educator must recognize. With the dawn of adolescence still greater differences are apparent. The girl responds chiefly to social, artistic, and intellectual demands, the boy delights in acts of physical prowess, and manifests strong combative and aggressive tendencies. All of these indications give promise of fundamental differences in the man and woman. Her unique qualities of strength are manifested in a peculiar ability to struggle patiently with details, in an unfailing willingness to toil at a given task, in a generous sympathy and instant responsiveness to all forms of human need and suffering, and in a clear, strong conscience which urges her to the full utilization of her physical strength. The significant fact to which we come is simply this:—Appearing in childhood, developing in adolescence, and coming to full fruition in adult life, we must recognize fundamental and eternal differences between men and women. The recognition of these differences, however, does not carry the inference that man is superior, and that woman is inferior nor vice versa. Differences are not defects. It is no more a discredit to a woman that she is different from a man than it is a dishonor to a man that he is different from a woman. We simply stand in the presence of one of nature's unalterable

decrees. Rather let it be proclaimed that woman's distinctiveness is her glory, that woman's uniqueness is her birthright. If we search for the blessings which make life worth the living, we find them embodied in noble womanhood. Sympathy, service, sacrifice, these have been her contribution to the world. They are life's richest blessings. Any agency, therefore, which fails to recognize the distinctiveness of woman, which looks upon her differences from men as indications of her inferiority and inequality, deserves to fare ill at the hands of men. Stated positively—the precise aim of the woman's college is to differentiate the womanly ideal from the manly and to strive in the noblest sense to deepen rather than to decrease the differences between men and women.

But again we are met at a particular college for women. We may therefore appropriately ask:—What are the characteristic features of the aim of Smith College? In a sense every institution should be unique and serve some purpose which is peculiarly its own. The clear ideal of the founder and of her pastor and adviser, in whose mind the plan for the college was originally conceived, was that this institution should be a Christian college, affording advantages for young women equal to those offered to young men in their colleges. Its builder has consistently recognized this purpose, and in addition has sought in every possible way to differentiate the institution from the men's college, and has permeated the atmosphere of the school with an irresistible demand for genuine womanliness. From the first this college has been free from slavish submission to the traditions of men's colleges. It has aimed in a natural and rational way to create a college life in which intellectual womanhood could thrive. Recognizing clearly the dependence of the

college upon the ideals of the nation, a thoroughly democratic student life has been encouraged at all times. The aim has ever been to estimate the individual student not by the fictitious values of an outer world, but by the rational standards of scholarship, of character, and of personality. The aim of Smith College can be stated in no better terms than those which appear upon its seal,—“To virtue knowledge.” In this motto, emphasis is rightly placed without minimizing either factor. It is the clear recognition in the work of the college of the supreme place of character and the vital importance of scholarship.

If, then, in concluding our statement of the aim of the college, we should endeavor to summarize it in a sentence, we would say that the supreme aim of the college is to equip the individual student with a body that is virile, with a mind that is stored with facts and trained to judge and think, with a character that is grounded in virtue and eager for action in the life of the nation and the world, and that the distinctive task which the woman's college must add to this aim is ever to differentiate the ideal of woman from that of man, and thus to increase rather than to decrease the differences between men and women. In a word, all that has been said simply amplifies the conception that the supreme aim of the college is to give to each student the largest possible equipment for efficient service in life.

Clearness of aim is absolutely essential to efficiency in any field. But this is not all. Our task is the realization of this aim in the presence of certain facts. For good or ill the field has already been occupied. We need not start *de novo*. Others have

labored, and we enjoy the advantages of the facts which their experience has produced. Moreover, we cannot start *de novo*. Problems exist. Therefore in any adequate conception of the college task, we cannot pause with the formulation of its aim, but must recognize the presence of stern facts in which are to be discerned elements both of strength and of weakness. The complexity of these facts almost defies analysis, the variety of forces which are in active coöperation is wide, but the problem which they produce is distinct. When these facts have been placed over against our ideal, then we shall be prepared to consider more specifically the place of the student in the college.

It is of vital importance, by way of general consideration, that we determine clearly our attitude to these facts. Here we confront the whole problem of conservatism and radicalism. The question has existed in all ages, and the terms involved are purely relative. That which is old often assumes a striking air of modernity, and that which is new speedily becomes old. In determining our attitude, let it be emphatically stated that any man's greatness is measured by his respect for the past. Every age has had its truth and has stated it in its own terms. Because men of different times formulate their truth in differing terminologies, there is no occasion for one age to underestimate the truth of another. There is no truth save as it is truth for us. It becomes, therefore, the duty of each succeeding generation to experience and to formulate its truth, and in doing so to search eagerly for the meaning of the utterances and the actions of other generations. In our attitude to the past, therefore, our first task is to recognize the truth which it expresses, and our second duty is to accept willingly our responsibility and discern

the imperfections of the old. No age is perfect. Our duty arises out of the imperfections, inadequacies, and inaccuracies of preceding generations. Loyalty to the past demands of us that we conserve its truth and conquer its error. The same standard must be applied to the new. It must neither be accepted nor rejected because it is new. Its worth is not determined by its age. Truth knows no time distinctions. The only test that may be applied with reason and with justice is the test of worthy and permanent satisfaction in experience.

We shall find a further indication of the true attitude to these facts when we recognize what is involved in all life. Life is action. Stagnation is death. Only as we adjust ourselves to our changing surroundings do we live. Even granted that a finite life or an institution were perfect to-day, it would be imperfect to-morrow. Life is a rejection of the satisfaction born of attainment. All life involves either progress or retrogression. Change is a necessity. The new must not only not be rejected, it must be expected, if life and not death is to ensue. This is the truth of all life whether of individuals or of institutions. The college lives only as it responds to the life of the nation. What the decades may bring can only be judged by the past. It is astounding when one considers the extent and the rapidity of educational changes in America within a half century. No one could have predicted them. Consider the complete revision of courses of study, the full transformation of methods of instruction, the changed conception of ways of discipline, the altered spirit of the student body, the rapid metamorphosis of the teaching staff. All of these variations and many others are but manifestations of the life and vitality of the American college.

Loyal to the truth of its past, open-eyed to the demands of adjustment to a changing national life, these characteristics have been the secret of the approved transformation of our higher institutions of learning.

In the presence of these general principles, let us pass to a brief statement of the facts involved in our problem. Elements of strength are at once apparent and afford no little encouragement. Our colleges have acquired large physical resources in the form of land and buildings. Laboratories, libraries, museums, and art galleries have increased their efficiency. Despite serious criticism, our higher institutions have retained the public confidence, as is witnessed by unprecedented financial support both in the endowment of particular colleges and in the establishment of foundations benefiting the entire college world. As never before, the faculties are composed of men and women inspired with a true devotion to their particular fields of knowledge. Graduates increasingly are manifesting their loyalty by friendly counsel and financial support. The colleges are rich in their history and their ideals. Above all they are inspired with a thorough belief in the effectiveness of education and enjoy an untrammelled academic freedom. To-day as never before, they are awake to their defects. In awareness of one's weakness there is strength.

The institutions for the education of women have even greater occasion for gratification. The actual experience of some four decades has quite vanquished the accusers. Serious charges against the education of women, based solely on *a priori* reasons, have vanished in the presence of indubitable facts. No one at this day questions woman's right to a higher education, nor is concerned over much about the

effect upon her health of the actual work of the college, nor is doubtful of her mentality. The woman college student of to-day is no longer a pioneer. Women's education, if it has not already, may speedily pass from the state of self-consciousness. To-day we need only to chronicle its victories, not to contend for its prerogatives. Moreover the epoch in which we live is distinctly favorable. In a very peculiar and worthy sense, woman is coming to her own. The movement is world-wide. Germany has given unrestricted educational opportunities to her women. England in reality is affording equal privileges, but at her most famous universities has grudgingly withheld the degrees. In France and Italy practically all limitations have been removed, and even Turkey is awakening to the realization of the truth that no civilization ever rises above the position which it accords to women.

But in our presentation of the facts involved in our problem, we must candidly recognize the elements of weakness. Current criticism of the college is so incessant and so vigorous that it cannot be ignored. Among the babel of voices we may distinguish certain predominating notes. One concerns the student life. It is repeatedly charged that a false emphasis is placed upon secondary things, that factors supposedly of primary importance are generally regarded by the student as the necessary evils of college life. It is pointed out that athletics and recreation, that literary and dramatic activities, and that social life in general have completely submerged the real, vital work of the college. These activities, it is said, are followed by a train of evils which entirely subvert the aims of the institution. The gradual undermining of health, the inevitable transformation of normal freedom into undue license, the appearance of needless luxury and wasteful

extravagance, the introduction of social discriminations and the perversion of the spirit of democracy, the destruction of any worthy student home-life, all these, with many variations, are the accusations against the present life of our colleges. If these charges are true, it is apparent that forces are in operation which utterly disregard the interests of the individual student.

Another criticism deals with the department of instruction. In a sense, it is the same problem viewed from another angle. It is claimed that scholarship is underestimated, that the requirements of instruction are recognized in a purely mechanical way, and not with eagerness and enthusiasm to utilize every possible opportunity. The student who studies is popularly supposed to be an anomaly. This condition of affairs is said to arise from the failure of the college to provide proper means and methods of instruction. Much fault has been properly lodged against an unwise, indiscriminate, haphazard use of the elective principle. Much just criticism is passed upon the crowded lecture room with its presentation of material in a quite impersonal manner. A vitally significant and fundamental accusation is urged against the absence, in a large degree, of all personal tuition. The failure to recognize, as fully as possible, individual student differences and to endeavor to meet their varying intellectual needs is the most serious charge against our methods of instruction. We are attempting to do for the mass that which can only be done for the individual. We have failed to grasp fully the significance of the place of the individual student in our college.

Likewise the department of administration is condemned for its lack of organization and its failure to apply the accepted principles of business methods.

The almost total absence, especially in women's colleges, of originality in educational experimentation is decried. The false emphasis which has been placed upon buildings, the eager desire for more effective equipment, the exaggeration in colleges of the method of research with the possible diverting of funds to graduate school uses, the insatiable desire for quantity rather than for quality, the numerous symptoms of megalomania, the consequent gregariousness of many of our larger colleges, are all indications that the welfare of the individual student has been somewhat neglected by the officers of our institutions of higher learning.

Any complete recognition of the facts concerned in our college problem will not forget the outside world. There are potent extra-mural forces which greatly augment and seriously condition its efficiency. The college cannot and should not live a totally isolated life. The general standards of the day, the ideals of our current civilization, the broad culture of the nation largely determine the possibilities of the college work. A student coming from a home and an environment where ideals of luxury and leisure prevail may find it difficult to adjust himself readily to the work of the college. The youth trained from childhood to recognize the social distinctions of adult life, cannot at first sympathetically comply with the demand for democracy. The father or mother, often unconsciously, is the most serious enemy of the student and the most difficult problem for the college. Thoughtless of its requirements, unwisely sympathetic with the weaknesses of the son or daughter, the parent sometimes exerts an influence which tends to undermine the effects of the college training and to rob the student of the very experiences which would contribute most largely to the

development of character. If, as some of our foreign critics maintain, superficiality is our most serious national vice, it at once becomes apparent how difficult it is for the college to establish habits and methods of thoroughness and efficiency. Unquestionably these outside influences must be reckoned with in any analysis of the college situation.

In view of these internal and external facts, it is not astonishing that from loyal laymen and earnest educators comes the demand for a careful examination and a possible reorganization of our colleges. A consideration of the facts reveals that continuous adjustment to the changing needs of American life is necessary, that our heritage holds much inspiration, but that present day criticism points unquestionably to the failure to recognize fully the demands of the individual student.

We now have before us the formulation of our aim and the statement of the facts in the presence of which we must attempt its realization. We see the chasm which exists between that which ought to be and that which is. That chasm shows us our duty. What shall be our method for bridging it? The statement of our aim and the analysis of the facts have both pointed toward that aspect of the situation which, above all else, needs emphasis to-day. Stated tersely it is simply this:—Remembering that the highest aim of the college is to educate the student, and that the facts reveal a curious failure precisely at this juncture, then our method must be *an unqualified recognition of the supreme place of the student in the college*. Know the student. Study the whole college question from his point of view. Observe that all else, although much of it is of vital importance, is only the means to this end. To convert

the means of life into ends is to fail. Our first task is to hold the instruments and secondary factors of college life in their true relationships and to utilize them for the supreme function of the college, that for which above all else it exists,—the fullest possible equipment of each student. Let it be said at once, and most emphatically, that this method always presupposes a full recognition of the common educational needs of all students, and likewise requires that every possible care must be exercised to avoid the slightest development in the student of a false consciousness of his importance. Let us apply this method to certain specific problems.

In regard to the matter of entrance requirements in America we have arrived at no entirely satisfactory solution. Examinations and certificates, or a combination of the two are all far from satisfactory. An examination is no adequate assurance that the student is equipped either mentally or socially for college work. The certificate privilege is often subject to serious abuse. If a method of entrance to college could be devised which would relieve the secondary schools of many of the deadening evils incident to the present systems, and if in turn this should make possible a lessening by at least two years of the elementary training of our children, much would be accomplished for our educational system as a whole, enabling us to do for our American youth that which the European systems are at present actually accomplishing. Such far reaching results are probably to be found in the adoption of some form of the method of college entrance now in vogue in some institutions, which is based almost entirely upon a personal knowledge of the student's record, ability, and personality. Examinations and certificates are not to be discontinued, but they alone should neither

admit nor exclude a student. Details of such a method need not be developed here, but unquestionably the largest hope lies in a more intimate personal knowledge of the student.

The question of the physical health of the students affords a peculiarly apt illustration of the necessity of the method under consideration. As is already practised in many institutions, the only satisfactory method is a careful diagnosis by competent physicians of the bodily conditions of each student. Physical instruction is then directed toward the actual needs of the student, and thus a foundation is laid for the largest possible efficiency in the work of the college. Athletics or recreations which are beneficial only to the few or disregard the physical needs of the individual are often more injurious than helpful.

But this method must grapple with even more significant questions. How shall we apply it to the college life? It must be of use here or it fails. One important phase of the college life problem is student activities. That there is a complete psychological and educational justification for the varied activities of college life to-day is perfectly obvious. Impression and expression must be coördinate. The hypothesis of psychophysical parallelism at least names, if it does not explain, a fact. That fact is fundamental for the educator. Activity is an absolutely essential prerequisite of inner development. Actual concrete experience is necessary for all vital training. The youth acquires no more than his experience makes real. Herein then we find the true educational value of athletics, dramatics, literary and social activities. A college would be deprived of much of its best educational equipment, should the student body decide to discontinue its activities. But it is against

these very elements of college life that the most serious charges are brought. The truth imbedded in these criticisms is that these various undertakings must be so regulated that the best interests of each student are conserved. Such a result is definitely aimed at by specific regulations now being developed and put into operation by various colleges. But regulations are inefficient unless they are the approved expression of student opinion. The experience of the American colleges in the matter of discipline and government is very suggestive. The wisdom of self-government within as well as without the college has been justified. In fact the former is a worthy preparation for the latter. Just so in regard to the excessive emphasis upon social and other interests. We must not forget that the student himself bears some responsibility. Environment is only one side of the life problem for every person in any sphere. Every man in every situation of life must struggle against his surroundings. While there is no wish to escape or to underestimate the responsibility of the college, there is the desire to require the student to meet fully his own share of the problem. In fact the student has it largely in his power to make the college life precisely what it should be in many respects, and may become the most potent force in counteracting the negative and destructive factors of college life. When the student sees a little more clearly this aspect of the college problem in all of its ramifications, he will not long suffer its continuance. He can be confidently depended upon to accept fully his duty. It only becomes necessary to present it clearly to him. Responsibility is the price of freedom. If the student enjoys the one, he will accept the other.

The same principle of according full recognition to each student will create a general college atmos-

phere which is wholesome and productive of happiness. When one considers the relative amount of time occupied by the general college life in contrast with the few hours spent in the lecture room, it becomes quite obvious that the importance of this question is rarely overstated. A spirit of true democracy will prevail where each student is judged, not by the false standards of dress, or wealth, or family connections, or athletics alone, but by the natural standards of scholarly and literary ability and by largeness and genuineness of character and personality. The application of this method to the student home life will require the small, homelike dormitory such as has been the ideal of this institution from the beginning, in which the interests and welfare of each student are fully conserved. In short, where this fundamental idea is consistently and rigorously followed out, the general features and atmosphere of the whole institution will be conducive to the establishment of high ideals and standards of life for the individual. A sane and broad religious spirit will prevail. A full and generous freedom will be accorded to all. A general college life, that subtle atmosphere which defies logic and analysis, will prevail which will put the best things first and reestablish the true relationship among the present conflicting elements of college instruction and of college life.

But this method must be subjected to an even more vital test. How shall we apply it to the primary task of the college, to the whole field of instruction? What service can it render in creating an intellectual atmosphere in which the true work of the college will thrive? Before stating positively what this method implies, let us approach it from a negative standpoint and see that it does not necessarily exclude certain other elements of vital importance to the work of

instruction. We refer to the whole question of research. The American institutions of higher learning have rightly appropriated from the universities of Germany the spirit of scientific investigation. That dangers are involved here, especially for the college, is obvious. When a college professor comes to regard his teaching as a necessary evil to be endured, when he gives himself unreservedly to an effort to be original, when he is a slave to the aim of productivity at any cost, then he has ceased to be in reality a college instructor. But this extreme is by no means necessary. In fact it is quite probable that the very best means of maintaining that virility of mind and vigor of personality, which are the indispensable factors of a true teacher, is to recognize definitely the secondary purpose to be a scholar in the truest sense, to carry on some active investigation, and aim to produce new aspects of truth in one's chosen field. Nothing can counterbalance this lack of scholarly vitality save possibly the very unique ability to create in one's students a genuine enthusiasm for one's department. There is no necessary conflict between true teaching and the spirit of research. If Germany conceives of her university professors first as investigators and secondly as teachers, if her university history is full of concrete illustrations of men possessing both qualifications, then surely the ideal is not an impossible one for the versatile American. In our undergraduate college the factors of the German ideal may be reversed, and the teaching made primary and research secondary. In fact each is quite essential to the other. Research insures faculty vitality, while teaching, the actual presentation of one's thought, systematizes it, robs it of possible inanities and extravagances, and reveals its inconsistencies. Is it not true that the desire to acquire knowledge and the purpose to impart it are

both offspring of the love of truth? In the last analysis the question is purely an individual one and we would not presume to suggest what should be the attitude of any particular teacher, but speaking of the faculty as a body, its efficiency and vitality will not be diminished by the presence of some who distinctly set as their secondary aim the scholarly investigation of certain problems in their own field, definitely related to their work of teaching.

Closely allied to this question is that of the graduate school. A college is not a university. It is useless to duplicate in our colleges opportunities open to men and women alike at our best universities. It is unjust to the college to divert funds intended for its purposes to the work of the graduate department. Nevertheless specific situations may arise in which graduate work in some one or more departments of a college could be carried on without disregarding any of these principles. If so, the college may reap large benefits. Nothing apparently seems so effective in raising the standards of scholarship both of teachers and students as the presence of a graduate school. Certainly nothing is more needed to-day by the American undergraduate college in its work of instruction than some incentive to high scholarship, some force which will create a life in which intellectuality is not tabooed. The influence of original research upon the vitality of the professor, and in turn the silent, inevitable impress of his spirit and attitude upon the student, will do much for the college in lifting it to a higher level of scholarship. In some way let us endeavor to create a home for the true love of knowledge.

But after all, for the college, these matters are of secondary importance. Our method for solving its problem puts the first and foremost emphasis on

teaching. What has been said of research and the graduate school has only been with that purpose in view. Our emphasis must be on the individual student, and the hope of restoring scholarship to its primacy. Experimental psychology has done much in showing to the educator the necessity of recognizing individual differentiations. The institution which endeavors to treat all its students as so much human nature in the mass, and declines to introduce a sane amount of individualization into its instruction must inevitably fail of its largest effectiveness. In some way America must arrive at a clearer recognition of the intellectual needs of the individual student. The elective system, when rightly modified in accordance with widely current tendencies to insure concentration in some field of thought, as well as to secure broad culture and to demand the unity of the entire four years' course, is of unique value, not only for determining the true content and character of our courses and making possible the recognition of the demand for both cultural and vocational studies, but also for adjusting them to the intellectual needs and mental temperament of each student. The Oxford type of personal tuition, where the tutor comes to know his student intimately, where instruction is often of a quite informal nature, where he knows the strength and weakness of his pupil's mind and character, where personal direction is given to each student's work throughout his entire college career, is not without its suggestions. Perhaps the lecture method in America has become too dominant both for the professor's time and the student's real mental needs. Intellectual life is not nourished by mere instruction. We may need to lessen the number of lectures and to increase the opportunity for the student to acquire a first hand knowledge of the use

of the sources under the professor's personal direction. It may be wise to alter our system of examinations, possibly by lessening their frequency so as to obviate the present disintegrating intellectual tendencies and to avoid unwarranted physical and nervous strain, and to introduce a real test of the general intellectual power and of the mental unity and coherence of the pupil. Such a result might be accomplished by a final examination only when all the courses to be taken in any one department are completed. We must endeavor to instill some incentive such as the English universities apparently find in their Honor Courses and the resultant classification of the degrees granted. While Oxford's best colleges have excluded the "Pass" man and while the idea of "Pass" courses is in growing disfavor, the result which Oxford has achieved, by means of its Honor Courses and degrees, is most worthy of commendation. Foreign methods cannot and should not be taken over *in toto*, but their general features may afford suggestive material for our own institutions. Nothing seems more obvious than that America must arrive at some clearer recognition of personal relationships and of the individual needs of each student. It may demand larger endowments, more professors, and fewer students in any given institution, but if quality is to be preferred to quantity and efficiency to superficiality, the decision is not difficult to make. Years of constructive educational experimentation may be required to arrive at the satisfactory details for the application of such a method, but that some such far-reaching demand exists no one can deny.

The positive worth of the application of this method becomes apparent when we recognize the value of hard work. Every person is equipped with a given amount of energy which must be utilized in

some way. Student activities will assume their normal place, when the department of instruction, through a personal relationship with each student, supplies the incentive for genuine effort in the field of scholarship. There is no more certain cure for the evils and social excesses of college life than a wholesome amount of hard work done through real, vital interest in and appreciation of a field of knowledge. The moral side of scholarly effort likewise need not be ignored. It is potent in character building. Intellectual accuracy, clear independence and originality of thought, genuine love of the truth, are but the counterparts of veracity, honesty, courage, and loyalty. While specific teaching in matters of philosophy, ethics, and religion is of unquestioned importance, nothing is more vital in inculcating truth as related to life and in the consequent development of genuine character than just the methods of instruction which have been suggested. Personal tuition, adequate recognition of the personal equation, instruction directed as far as possible toward individual differentiation, these are the unquestioned means for increased effectiveness in college instruction.

Another vital problem remains by which we must test this method. What is its application to the administrative work of the college? Here again we may at first view it negatively and observe that it need not exclude any vitally important interests of administration and organization. The college administrator is inevitably deeply concerned with buildings, laboratories, endowments, and questions of instruction. These cannot and need not be neglected. But the college officer who fails to observe and to act in accordance with the observation, that all these concerns are but instruments for the realization of transcendent purposes, is doomed ultimately

to fail of achieving the largest results. Perhaps no greater evil has beset the college president in this period of American education than to be absorbed unduly with institutional interests, and to fail to see their true relationship to the aims of the college. Buildings and endowments are the necessary and important means for the realization of specific ends. To emphasize the former to the minimizing of the latter is to reveal a lack of clear insight and true perspective. Administration as well as instruction must recognize the individual student. This means, when given specific content, that reasonableness and justice will ever characterize its actions and policies. To be unreasonable and to be unjust is, in essence, to fail utterly to realize that one is dealing with persons and not with automata. To make perfectly clear that, whenever any phase of college life is either discountenanced or encouraged, one's attitude is grounded in sane and rational considerations, is to recognize the student as a person. To make it apparent that all decisions and awards are based upon a careful weighing of the full evidence of all the interests and obligations involved, is simply to accord personal recognition to those concerned. Such a method requires a minimum of rules, regulations, and statutes. Character is formed not by laws, commands, and decrees but by quiet influence, unconscious suggestion, and personal guidance. In a word this conception places the emphasis not upon the institution but upon the student, not upon methods but upon personality.

In conclusion, it becomes apparent, we trust, that all we have endeavored to suggest centers in the word person. If our consideration of the aim, the facts, and the method of college work has indicated that the greatest thing in it all is human personality,

then we have not totally failed. To relate each person to himself, to others, to the universe, to God, to rob him of all isolation which is selfishness, to make him truly social which is goodness, this is life's noblest work. To the college has been assigned a large part in the effort to accomplish this result. We have no misgivings for the future so long as it endeavors to recognize the supreme place of the student, and strives to utilize all of its manifold and complex potentialities for the largest possible development of each personality committed to its care.

PRESENTATION OF THE CANDIDATES FOR
HONORARY DEGREES BY HARRY NORMAN
GARDINER, A. M., PROFESSOR OF
PHILOSOPHY

MR. PRESIDENT: I have the honor to present to you those who have been chosen by the Trustees to receive at this time, for eminent distinction, the honorary academic degrees.

I first have the honor to present for the degree of Doctor of Science, Florence Rena Sabin, Bachelor of Science of Smith College, Doctor of Medicine of the Johns Hopkins University, Associate Professor of Anatomy in the Johns Hopkins Medical School, who, by researches into the structure of the brain and by important discoveries relating to the origin and development of the lymphatics, has advanced in a measurable degree our knowledge of the human body.

President Burton used the following form in giving the degree:

By virtue of the authority of the Commonwealth of Massachusetts vested in the Board of Trustees of Smith College and by them delegated to me, I confer upon you the honorary degree of Doctor of Science (or Doctor of Humanities, or Doctor of Laws), and admit you to all of its rights, honors, and privileges.

As each degree was conferred by President Burton, the hood was placed on the shoulders of the recipient by Caroline Brown Bourland, Ph. D., Associate Professor of French and Spanish, and Elizabeth Kemper Adams, Ph. D., Associate Professor of Philosophy, and the diploma was presented by President Burton.

I have the honor also to present for the degree of Doctor of Science, Ellen Henrietta Richards, Bachelor of Arts and Master of Arts of Vassar College, Bachelor of Science of the Massachusetts Institute of Technology, and there for over a quarter of a century Instructor in Sanitary Chemistry: by investigation of the explosive properties of oils, by the scientific analysis of water, and by expert knowledge relating to air, food, water, sanitation, and the cost of food and shelter, set forth in numerous publications and addresses, she has largely contributed to promote in the community the serviceable arts of safe, healthful, and economic living.*

I have the honor to present for the degree of Doctor of Humanities, Harriet Boyd Hawes, Bachelor of Arts and Master of Arts of Smith College: to distinguished achievements in the service of the humanities in laying bare and interpreting the buried secrets of two ancient civilizations, she has added, also, the fine devotion to the service of humanity in organizing and administering aid in camp and hospital to the sick and wounded in two recent wars.

I have the honor to present also for the degree of Doctor of Humanities, Caroline Ardelia Yale, graduate of Mount Holyoke Seminary, Doctor of Laws of Illinois Wesleyan University, for forty years teacher of the deaf in the Clarke School in Northampton, and for twenty-four years its principal, who, by sagacity and skill in work as arduous as beneficent, has attained the highest rank of leadership among the oral teachers of the deaf in this country.

I have the honor to present for the degree of Doctor of Laws, Mary Emma Woolley, Bachelor of

*Mrs. Richards died in Boston, March 30, 1911, after an illness of only a week.

Arts, Master of Arts, and Doctor of Letters of Brown University, Doctor of Humanities of Amherst College, President of Mount Holyoke College, who, by a scholarly, dignified, and able administration has advanced the cause of sound learning, and brought the fair name of a sister and neighboring institution into enviable repute among the foremost colleges for women in America.

I have the honor to present for the degree of Doctor of Laws, Julia Henrietta Gulliver, Bachelor of Arts in the first class graduating at Smith College, Doctor of Philosophy of Smith College, President of Rockford College: scholar and philosopher, she has labored for many years with patient energy and broad vision to promote and establish in her section of the country the best ideals of the American college for women.

I have the honor to present for the honorary degree of Doctor of Laws, Mary Whiton Calkins, Bachelor of Arts and Master of Arts of Smith College, Doctor of Letters of Columbia University, Professor of Philosophy and Psychology at Wellesley College: learned and eloquent, clear and profound, her many and important contributions to philosophy and to psychology have won the recognition of scholars and institutions as well at home as abroad, and secured for her a unique place among students of those subjects in our time.

I have further to present for the honorary degree of Doctor of Laws, Jane Addams, Bachelor of Arts of Rockford College, Master of Arts of Yale University, Doctor of Laws of the University of Minnesota, Head and Joint Founder of the social settlement of Hull House; pioneer in the movement for social and civic betterment in our great cities; author of books

of vital interest on subjects of social and political reform; doer of deeds that have set and established higher standards of citizenship; foremost representative of the new spirit of philanthropy which, guided by scientific knowledge and experience gained by practical dealings with actual conditions, engages the enthusiasm of pity, not only in the task of alleviating misery, but in the larger service of increasing the positive values of human life.

Finally I have the honor to present for the honorary degree of Doctor of Laws, Julia Ward Howe.

As Professor Gardiner spoke these words, Mrs. Howe, who had come in on the arm of the marshal during the hymn, rose in her place. The audience started to its feet and remained standing during the conferring of the degree.

Julia Ward Howe, poet and patriot, lover of letters and learning; advocate for over half a century, in print and living speech, of great causes of human liberty; sincere friend of all that makes for the elevation and enrichment of womanhood; who, having in former years "read a fiery gospel writ in burnished rows of steel," quickened in the nation the imperishable faith in the triumph of beneficent right and the ardor of sacrifice for its winning; to whom now, in her serene, gracious, and venerated age, we offer felicitation and pay grateful homage.

When President Burton had presented her diploma to Mrs. Howe as she stood supported by Professor Bourland and Professor Adams, and the hood had been put on by Professor Georgia L. White, one of the marshals, the whole assembly joined in singing a stanza of the "Battle Hymn of the Republic."*

*Mrs. Howe died October 17 at her home in Newport, Rhode Island. Mrs. Howe returned from the inauguration in excellent health and spirits, but a cold caught in the sudden change of weather the next week developed into pneumonia.

After the conferring of degrees, the college song, "Fair Smith," was sung to welcome into the fellowship of the college the recipients of the honorary degrees.

THE BENEDICTION BY THE REVEREND GEORGE
HARRIS, D. D., LL. D., PRESIDENT OF AM-
HERST COLLEGE

The grace of our Lord Jesus Christ, the love of God, and the fellowship of the Holy Spirit be with us all evermore.

THE LUNCHEON FOR THE DELEGATES

At the doors of the hall the procession broke up and the guests scattered till the luncheon at one o'clock in the Alumnæ Gymnasium. The apparatus along the walls of the hall was covered by a screen of laurel which made an effective background for bunches of autumn leaves and for the yellow chrysanthemums of the table decorations. Again student ushers were in attendance to show the guests to their assigned places at the large table of honor, or at the small tables, each presided over by a member of the board of trustees or of the faculty. The Reverend Charles Ray Palmer, D. D., of the Yale Corporation said grace. There were no formal exercises, but toward the end of the luncheon the College Glee Club sang.

At the afternoon exercises the delegates were all seated downstairs, and only the president, who presided, the president emeritus, the speakers, the trustees, and the faculty were on the platform. The college orchestra played from the north gallery. Every seat in the John M. Greene Hall was filled by guests and students.

THE ADDRESS OF MARY EMMA WOOLLEY,
L. H. D., LITT. D., LL. D., PRESIDENT OF
MOUNT HOLYOKE COLLEGE

MEMBERS AND FRIENDS OF SMITH COLLEGE: One cannot have a part in the closing of one administration and the opening of another without the consciousness of standing at the meeting of the ways, of feeling the inspiration of that which has been and the promise of that which is to come. Especially is this true to-day. Looking back over the thirty-five years gives a feeling almost of shock at the thought of what can be achieved in just half the span of a man's life, the three score years and ten. Smith College has played so important a part in the educational history of this country, has been so identified with that history, that it is hard to realize that her whole life has been lived in less years than many of us are old. A greeting on such an occasion partakes of the nature of a congratulation, and this congratulation is a twofold one. It falls to the lot of few men to see the achievement of a life work as President Seelye has seen it. Even the very brick and mortar of these buildings, the trees and shrubs on the campus must be significant to him. And far more than that, life

itself must have new meaning because of his part in the shaping of these thousands of other lives.

But to-day is your day, Mr. President, and it is for you that we bring our gifts. There are so many reasons for congratulation that it is hard to know which one to emphasize. Surely it is not the ease of the life upon which you are entering. The woe pronounced upon them that are at ease in Zion certainly had no reference to the lot of the modern college president. And yet I am not sure but that that very fact is a cause for congratulation; for the earnest man and woman of the twentieth century, the ideal of life is something that will try the mettle and bring out the very best that is within human nature. You are entering upon a great heritage, and the greatness of this is in the intangible something which we do not see with our eyes. During this last summer in the Valley of the Dee, by beautiful Valle Crucis Abbey, in the Valley of the Wye by even more beautiful Tintern, my mind went back over the centuries to the foundations and to the ideals behind those foundations. These colleges of ours in this not less lovely valley of New England also had an ideal as their inspiration. Educational idealism, a passion for education, that was what gave fire to the founders; it was a part of their religion, for they were deeply religious; and that passion was perpetuated by those for whom these foundations were laid. Doubtless sometimes the pendulum swung too far; sacrifices, self-denial, unrelenting toil, often at the too high price of physical and mental overstrain, indicate the passion for that which the college could give to them. We are wiser in many ways to-day, saner, better balanced. We realize that overstrain is not education. Our life is more free, less bound by routine, less circumscribed, more joyous;

more than all perhaps we have a new realization of the importance of a sound body as well as of a sane mind. But we still have our problems, and often I think we are not in danger of forgetting that fact as long as the college and its shortcomings remain so popular a theme for current literature. It gives us a fellow feeling with the traveller overtaken in the storm, with whose sentiments President Lincoln sympathized in his days of stress and strain. The man was belated, the night was pitch dark, the rain fell in torrents, the lightning flashed only occasionally, and falling upon his knees he called out—"O Lord, if it is all the same to you, give me, I pray, a little more light and a little less noise." Yes, we have our problems. I have selected two, which is perhaps a sufficiently ambitious task for the few minutes which are mine this afternoon. I do not know whether to be pleased or contented by the thought that my two carefully selected problems were answered this morning, so that they are problems no longer.

The first one is the keeping of the right of way for the intellectual interests of the college. The danger which confronts the woman's college, as President Taylor of Vassar reminded us, is not that of excessive mentality. Our side-shows may differ from those which President Wilson had in mind in speaking of the colleges for men, yet we too must be on our guard that they do not absorb more attention than the circus. That is not altogether the fault of the college. It is rather that the college feels the influence of the outside life in its standards. Modern life is broader. It is sometimes a question whether it has not lost something in depth; snapshot judgments, superficial thinking, the living on the surface, the college must withstand that drift, not be carried along by it. The woman's college of to-

day as well as the college for men is the place for the best of the intellectual life, for the right of way to be given to the legitimate work of class-room and laboratory, for that education which comes from contact of mind with mind; alongside of that is the college life with all its charms, which those of us most intimately connected with the college perhaps realize most deeply. Is it strange that parents and friends sometimes, as well as students, think that that intangible something which we call college life, the living in an atmosphere of culture with such inhalations as one's mental breathing apparatus may intermittently crave, is sufficient?

Our second problem has to do with the curriculum. There is no question in education to-day which is more before the public than that of vocational training, in the training school, in the secondary schools, in the undergraduate college, as well as in the graduate school.

Mr. President, on this auspicious day I do not wish to "breed a coolness in the congregation," if I may borrow the negro preacher's objection to preaching on the ten commandments, by the introduction of a controversial subject. The value of knowing how, of expertness, of skill, of the saving of time, of money, of energy, of life itself, can hardly be over-emphasized. But after all the leaders in every vocation are the men and the women who can think. This is the bed-rock of college training and if we take our stand there, we shall not be swept off our feet by the shifting sands of opinion with regard to the place of vocational training in the undergraduate course. Do we need leaders, men and women who can see life in the large, can help to solve the problems, can think a thing through in home, in church, and society just as truly as in business, profession, and politics?

A few years ago President Eliot said: "In this period of quick and profound changes the college must furnish leaders. The leader may well be learned, he must be a man of power." And that remark applies to the colleges for women, just as clearly as it applies to the colleges for men. We may not agree as to the vocational sphere mapped out for woman, or even hold the same opinions with regard to equal suffrage, but we must concede that point. The thoughtless woman is just as much a bane to the home as she is a bane to society. There may be a royal road to culture, although I doubt it. There is no royal road to thought. For that treasure one must dig—yes, I dare use that word, *non gratum* though it be to undergraduate ears, one must dig. To preserve the college, the legitimate work of the college, to give an opportunity for strenuous, thorough, intelligent work, to make the college life with all its charms a means to the end and not an end in itself, to pronounce recreation re-creation of body and mind and spirit, to conserve in our curriculum those subjects which experience has proved essential to that concentration which means thought, this is the educational ideal which we must preserve. Superficial thinking logically leads to superficial living, and the men or the women who never go beneath the surface in their thought are the men and the women who never know their own power, who live on the surface.

And so, Mr. President, may I conclude as I began, with a congratulation, a congratulation not only for yourself, or for this college which is most truly to be congratulated, but for all who have at heart the cause of Christian education for women, that we are so fortunate as to welcome you to its problems, yes, and to its rich rewards.

Owing to the serious illness of an immediate relative, President Nichols of Dartmouth College was unable to be present, but his manuscript was read by the delegate from Dartmouth College, Charles Francis Richardson, Ph. D., Professor of the English Language and Literature.

THE ADDRESS OF ERNEST FOX NICHOLS,
D. SC., LL. D., PRESIDENT OF DARTMOUTH
COLLEGE

It is a great pleasure to add the congratulations and felicitations of Dartmouth College to the many others which have come to Smith College and President Burton on this occasion, so significant in the history of both. But I was warned by the authorities in charge of these ceremonies that I was to be brief in congratulations. I was desired to speak on some educational subject and not at great length on that.

Considering the place and the occasion it seems the most fitting and perhaps the best opportunity I may ever have to say something on the subject of the education of women. In this I have long been deeply interested, for with many others I share a growing concern about the future of our American homes. I take it for granted that the larger number of graduates from our women's colleges, like the larger number of graduates from our men's colleges, will marry. It has long been proved that women can take a man's education and do a man's work. So inherently improbable is the converse of this statement that I have never even heard it discussed. The question still remains, however,—is a man's education the best education a woman can take, and is a man's work the best work a woman can do?

Men's colleges are coming more and more to be stepping stones to professional schools and professional life. In these days a man must become some sort of a specialist if he is to earn a living with his head instead of his muscle. Thus the somewhat appalling question which confronts us in woman's continuing to take a man's education is,—are they all to become specialists too?

A specialist's training produces a man of uncommon sense in certain directions who is sometimes deficient in common sense in others. If there is one spot more than another where wisdom, broad common sense, poise, and a temperate conservatism are essential to the welfare of the State, that spot is the home. If we lose these qualities there, one need not be a prophet to foresee the result. A man fits himself for one profession, a woman who marries must practise three. She must be housewife, mother, and teacher. The insistent need in all these callings is quickening perceptions, sane judgment, and alert sympathies.

High administrative capacity is not so much tested by the size of individual transactions as by their number and variety. It is not so much bulk sums as the mastering of small and complex details which demands great executive capacity. I have far more confidence in any man's ability wisely and economically to administer a large rolling-mill for the manufacture of steel rails than I have in his capacity prudently to conduct a modest household on a limited income. If you consider the accounts of an average family through a series of years and multiply the amount of each item by ten thousand, you will reproduce the accounts of a city department store. In fact the most comprehensive advertisement of these universal establishments is that they

"supply everything needed in the home." Few men have either the courage or the grasp of detail to attempt to manage a department store, yet millions of women are managing homes, and it is more important for the future of the race that its households should be economically and wisely administered than that we should have well conducted department stores.

In the training of women we must also remember we are educating not one generation but two, for most women will teach their own children or other people's children. Now the moral and religious teaching, or rather the lack of it, in our schools is causing thoughtful people the gravest concern. Perhaps the most important question in such discussion is—how shall the Bible be presented to children? I believe the future of Christianity will depend in no small way on the solution of this problem, and I believe the wise solution of it lies in the breadth of the moral and religious training given in our women's colleges. The one supposedly masculine occupation to which women, thus far, seem to have paid least attention, is modern theology, yet I believe it is both more important and more necessary that mothers should wisely teach and interpret the Bible to their children than that ministers should do it to grown men and women.

We have men's colleges, women's colleges, and colleges for men and women together. Women who crave the careers of men will do better to go to co-educational schools. If, however, we continue to make separate women's colleges just like our separate men's colleges, I fear we shall miss a great opportunity in education. A woman's education should not be narrower than a man's, it should be broader. A woman's career in the home should no longer be

misrepresented as less important than a man's life in the street. It is more important; for the nation could do without the kinds of work which most men do and still be a nation, but if women cease from women's work, the state must fall.

Young women of Smith College, do not limit your ambition to the doing of men's work, but aspire rather to do what men cannot do—a woman's work. Do this and future generations will rise to call you blessed, and the world will applaud your independent choice.

THE ADDRESS OF CYRUS NORTHROP, LL. D.,
PRESIDENT OF THE UNIVERSITY OF MIN-
NESOTA

MR. PRESIDENT, LADIES AND GENTLEMEN: I esteem it a great privilege to be present on this most interesting occasion and to take part in the exercises connected with the induction of a new president. Smith College has done so much for the education of women, it has been such a success as a college for women exclusively, it has pointed out the way for other women's colleges, organized or yet to be organized; and it has contributed to the country so many cultivated, earnest, and thoughtful women, that, though it is comparatively young, it has an atmosphere of its own, in some respects like that which hangs around the older universities of our country. It is not actually an old atmosphere, it would not do to associate old in any way with Smith College or its girls, but it is an atmosphere of almost preternatural and unexpected maturity and completeness developing much that is strictly young and fresh and promising,—or if not actually promising, fast getting ready to promise.

I very heartily congratulate Smith College on the successful administration of its first president, Dr. L. Clark Seelye, and on the prospect of the coming successful administration of Dr. Burton. It has been my fortune to live for half a century in New England and for more than a quarter of a century in the Northwest, and as a consequence I have enjoyed the acquaintance of both of your presidents, Dr. Seelye when I lived east and Dr. Burton when I lived west. I knew Dr. Seelye before he was called to the presi-

dency of Smith College. He was born in a town next to my own birthplace in Connecticut. When I first knew him he was Professor of English Literature and Oratory in Amherst College. He was a popular young preacher and frequently came to New Haven and preached, where I had the opportunity to hear him. When Smith College wanted a president to organize the institution and direct its courses, he was selected, and no one has ever seen reason to doubt the wisdom of the choice. The success which has attended him in his work here and the universal admiration and esteem in which he is held by the students and the graduates of the college, are just what I should have expected from the brilliant young scholar and preacher, and I very heartily offer to him to-day my own personal tribute of admiration and congratulation.

In my western life it has been my fortune to know Dr. Burton as a scholar, a teacher, and a preacher. I knew him first as the head of a flourishing institution of learning in Western Minnesota. I have heard him speak in religious conferences in the interests of Christian education. I witnessed the interesting ceremony when his *alma mater*, Carleton College, with genuine pride conferred on him the degree of Doctor of Divinity. I have had the pleasure in my own home in Minneapolis of receiving him as a visitor and counselling with him respecting questions of educational importance, more or less related to his future work here, and as I recall what he has already done and realize what kind of a man he is with his wealth of western virility and eastern culture, I am moved to say that there is hardly any measure of success in his work here so great that I cannot easily anticipate his securing it.

When the proposal was first made to establish Smith College it was received with many expressions

of doubt as to the wisdom of the enterprise. Little did we know what a hunger for higher education existed among the women of the country; little did we think that in two or three decades colleges for women would be multiplied as they have been, and yet be unable to accommodate all the young women who are anxious to enroll themselves as students. I think no other step in education marks so distinctly an advance in the last decade as the establishment of colleges for women.

I am a very hearty believer in coeducation, but not in Smith College. Neither do I believe in coeducation in Yale, or Harvard, or Amherst. These colleges were established for men and should continue as colleges for men. The free admission of women to these colleges would be as incongruous as the free admission of men to Smith College. When I look at these galleries I cannot entertain for a moment such a thought without a shudder. No doubt better work is done in all of these institutions by adhering to the original plan and avoiding coeducation. Whether it is ever desirable is a question on which there is great diversity of opinion. After twenty-six years of delightful experience in a state university where the young women have contributed as much to my happiness and success as the young men, and have not seemed to me to be any more out of their proper place than they do in the high schools, the home, or the church, I should be very unwilling to see coeducation abandoned in the state university. No doubt the women trained by themselves get some accomplishments that the women trained in the more democratic institutions do not get, but even for this there are compensations which to me at least are quite satisfactory.

It must be a great joy to every lover of humanity,

whether he believes in education or not, that adequate provision has been made or is being made for the higher education of all women who are anxious to secure it, and in the light of this fact I am sure that the prospect for women in the future is brighter than it ever was before, and their influence in the future of the world is more assured than it ever was before.

The question which, naturally, one is inclined to ask is—What are we leaving out in the training of women that formerly filled up the years which are now devoted to the higher education? What did women formerly get as a special preparation for their work in life when they had from four to eight years, now given to higher education, entirely at their disposal in which they could cultivate the domestic virtues and fit themselves for the home life of wife and mother? Did they get anything of value in those years in the laboratory of the home that the young women of to-day who do not spend much time in that laboratory never get, and in consequence were they better fitted for life in their own homes than are the graduates of our colleges to-day? I have no theory upon this subject. I noticed the other day in the *Outlook* a discussion of the remarks of a talented lady who says: "Technical training in the art of home making is not included in the curricula of the women's colleges, but my observation proves that the married graduates of Smith, Vassar, Wellesley, and Bryn Mawr have been so trained to think and work systematically that in their homes there is a nearer approach to the perfection of economy of time, of money, a proper disposition of money, with the idea of a well-regulated home, than in many homes where the housewife has greater practical knowledge of cooking, but no head for system or the educational ability to direct even one domestic." That is to say, a cultivated college woman

without special training in the domestic arts makes a home that compares favorably with that of the best cook who has no culture and no educational ability to direct even one domestic. But that is not enough. The college woman ought to be able to create the atmosphere of a well-regulated home that would compare favorably with the home of the expert cook, and have a head for system and the educational ability to direct one domestic. Now a mother's feelings and dearness to her children are not measured solely by her intellectual culture. If we can only have the culture of the college and not sacrifice any of the old ties which made mother the dearest and sweetest spirit in the world to her boys and girls, if we can only do this, then the loving heart and trained mind can contribute much to the happiness of the home. And why should we not have this union of heart and hand in educated women, if the education they receive has been of the right kind?

I hope I shall be pardoned if I venture to ask—What kind is the right kind for woman? Well, I would not train women with direct reference to future service in the professions as we train men.

I would train women first of all with reference to their duties as wife and mother. I would teach them all that the laboratory of the home used to teach them. I would have them understand how to make home comfortable and charming—comfortable first. Good cooking is an important thing. I would teach women how to cook and any girl graduate should know enough to be free from the servitude of that modern despot, the hired cook who never knows half so much as she thinks she does. I would teach the girls all the domestic economy and household economies, all that it is necessary for them to understand in order that when they marry, they may be really mistresses

of their own homes, whether they have many servants or none. I would teach the girls in college the secret of entertaining guests delightfully, not merely by an abundant supply of all needed comforts, but by a delightful impartation of thought and feeling not bottled and kept for the occasion, but responsive to the various tastes of hostess and guest alike, and to succeed in all this I would cultivate the heart not less than the mind. With all these results secured I care not very much what the rest of the education is, provided it is good. Let it be whatever the student likes. Language, women are not usually deficient in that any way, science, literature, art, any or all of these will do, and the woman graduate with a cultivated mind can be as domestic, as loving, as sweet as ever the untrained mother and sister were in the days when colleges for women were unknown, and more than that she can be a power for good because she has a cultivated, matured mind as well as a warm heart.

MR. PRESIDENT, I have a peculiarly personal interest in Smith College because so many lovely girls from Minneapolis have been and are students here; because the first graduate of the University of Minnesota to whom I had the honor to hand a diploma has for years been a teacher here; because the Dean of Women of the University of Minnesota is a graduate of Smith; because a recently appointed instructor in the University of Minnesota is a graduate of Smith; because I myself fitted for college in Williston Seminary, and Northampton even in those days was classic ground of more than usual loveliness; and because there mingle in my mind with the thought of the great things which have been done here by and for Smith College a thousand memories of loved associates, living and dead, in this part of the country, and a most delightful vision of the things which are

to come—more glorious than anything in the past. We can judge the future by the past and so judging, we can be sure that Smith College will in the years to come hold up the torch of learning so high as to illuminate our entire country.

THE SALUTATION FROM MAX FRIEDLÄNDER,
PH. D., PROFESSOR OF THE HISTORY OF
MUSIC IN THE UNIVERSITY OF BERLIN,
VISITING PROFESSOR AT HARVARD
UNIVERSITY, REPRESENTING FOREIGN
INSTITUTIONS

MR. PRESIDENT, LADIES AND GENTLEMEN: I should like to crave your kind indulgence for the imperfect manner in which I speak your great language, and let my excuse be that this is my maiden speech in English. At the same time allow me to express my hearty thanks to you for the hospitable manner in which you have received me. I am the less reluctant to receive such a warm welcome, as I prefer to consider it as a return on your part for the inspiration and the pleasure which German science and German music have brought to you rather than as a welcome of a purely personal character. I feel deeply flattered at being invited to say a few words of greeting on behalf of the German, I do not venture to say of my European, colleagues on this great and auspicious occasion here in Smith College, one of the oldest and most famous of all kindred institutions of the United States. And I feel indeed proud to have this opportunity to speak in Smith College which is, as I may say, almost a household word throughout those German circles which are in touch with the great movement for wider culture of woman. The great progress that has been made during the last few decades in this direction in this country, has aroused the greatest interest and at the same time the keenest feeling of emulation among all liberal and progressive minds of

the fatherland. We Germans feel greatly flattered at the great number of American women students who annually visit our educational and art centers, more especially Vienna, Berlin, and Leipsic as our musical centers, and I could only wish that all German girls could visit Smith College, Mount Holyoke, and other similar institutions of the states, thus making the acquaintance of an academic form of life which would seem to our less fortunate sisters and daughters a thoroughly ideal work. There is no country in the world where women hold such high positions as in America, and I was very glad indeed this morning to see one of the foundations of this supremacy. It is not my intention to detain you longer; therefore I will not speak more this afternoon, but I might mention that we Germans feel something of an unrequited love for your education of women. Let me add that some two weeks ago I received a wire from your Honorable Dean and I showed this wire to our Prussian Minister of Public Instruction and I was requested to convey to you, Mr. President, and to all the friends of Smith College his very hearty congratulations, his good wishes, with the assurance of the greatest sympathy towards your work.

THE SALUTATION FROM DONALD JOHN COWLING, PH. D., D. D., PRESIDENT OF CARLETON COLLEGE, REPRESENTING AMERICAN INSTITUTIONS

MR. PRESIDENT: At a time when education is being given such wide recognition as it is in our country to-day, and is being regarded with so much confidence as our hope for the days to come, it is somewhat strange that at such a time the content and meaning of education itself should be the subject of so much controversy and dispute.

I congratulate this institution on having worked out for itself so clear a conception of its own mission as is formulated in its annual official circular. In the annual bulletin issued within the present year I find this statement concerning the aim and purpose of Smith College: "The college is not in any sense a technical school, but is intended to give women a broad and liberal culture, and at the same time to develop the characteristics of a complete womanhood. It is a Christian college in that it seeks to realize in the lives of its students the highest ideals of personal character as it has been revealed in the Christian religion."

There are forms of education and types of institutions in our country which claim little purpose in regard to the characters of their students. Now there can be no objection to the special and technical training which many of these institutions give. It has value in its place and equips many men and women to earn a living. But the training aspect of education must not be mistaken for the whole. There has been a tendency in recent years to deny

the educational importance of certain parts of the historic curriculum and to declare that there is no inherent difference in the maturing value of various studies. But these declarations, even when voiced by distinguished educators, do not carry with them the proof of their contention. The only adequate test of the permanent value of any subject is the test of its bearing on the character of those who are influenced by it, and no single generation is able fully to apply this test or to pronounce a final verdict on the problem.

It is to be feared that there is a great deal of educational machinery to-day with but little educational motive back of it. The motive in too many cases is economic and industrial and not educational and cultural. The aim is to increase industrial effectiveness rather than to strengthen human efficiency. It is not enough that students be put in possession of a few facts, nor that they be trained in some profession that will bring them a living. An education means more than that. It fails of its most important work if it does not inspire them with a belief in the ideal values of life and a loyalty to them, if it does not help them to strike down the roots of their being into deeper reality and feel themselves in sympathy with the heart of the world. As was so clearly pointed out in the address of the morning, it is the very genius of education to mature and ripen and bring to full fruition the native powers of men and women and to increase their love and loyalty to the truth. Whatever fails in this, whatever leaves them with their powers still latent, their life circumscribed and cramped, whatever limits their horizon, or narrows their sympathies or neglects their character is not education in the full meaning of the term.

Education is bringing the whole man to maturity

and relating all his powers in a serious way to life. Psychology tells us that these powers may be classified in three great groups; powers of intellect, of feeling, and of will. No one of these endowments may be neglected without disastrous results, for each is essential to the completeness of the whole. That completeness is realized when they are related and harmonized in developed manhood and womanhood and when each finds its fulfilment in worthy character. The relation between character and the will is so close that the condition of one finds its counterpart in the state of the other; the education of the will lies at the foundation of character, and the right education of the will means the development of good character. And the feeling side of men and women must also be trained and educated. We are all in possession of emotions and sentiments and inclinations that surround the center of our conscious life and color the atmosphere of our mental world. Inherited from long ages ago, some of these instinctive feelings are base and low and relate us to the brute creation. Smouldering away in the makeup of us all, there lie buried deep in our natures emotions which, if provoked under certain conditions, would break down our characters and reduce us to the savagery of primeval times. When the papers to-day are full of mob violence, lynchings, and the atrocities of strikes, I need not further illustrate my meaning. Education should refine and elevate these baser passions of our natures and relate them to what is noble in our souls. By all that is beautiful in art and literature, it should purge us from the dross of ages and purify the gold.

But it is not only in regard to the will and the feelings that education finds its fulfilment in character. The same truth holds also in regard to the

intellect. Mental qualities and mental processes are all shot through and through with moral factors, and mental life can be complete only when character is perfect. And what is true of mental processes and qualities is true also of the content of mental life. We are told that all knowledge concerns either the world or man or God, and in all three of these spheres the moral test is final. The material world is satisfactorily interpreted only when the interpretation satisfies man's moral needs. If there is one conclusion on which philosophers have agreed, it is that there is only one order of reality in the universe and that order is spiritual and not material. Mind and not so-called matter is the stuff of which reality is made, and rational purpose and not purposeless mechanism is its universal method. With grateful hearts we acknowledge the service of science in showing us the beauty and the order of the world, and let us frankly accept the truth she brings us in her various fields. But the questions of the heart about the world we live in remain unanswered when science has told her story, and any satisfactory answers to these great human questions about the origin and purpose and destiny of the world must always be in terms of man's hopes and aspirations and must satisfy his moral needs. And the same is true of our knowledge of man and of human life. The meaning of it all can be made clear only in terms of character, and all our study of history and philosophy and the myriad relationships of man with his fellows can be of value to us only as it helps us to be better men and women. It is in man's moral experience that he finds the clue and the key to reality, and as a category of knowledge character is the most ultimate thing in the universe. This truth finds its supreme illustration in our knowledge of God. He that doeth God's will

shall know of the doctrine. The pure in heart see God. Spiritual truth and spiritual realities are made known only to those who are themselves the children of the truth. Even in so brief a glance at the field of human knowledge we find that truth everywhere becomes truth in terms of character.

This then is the professed aim of this institution, —an education which shall mean the complete and symmetrical development of the whole woman; an education which shall recognize the facts of experience as shown in science and in life, and which shall be able so to interpret these facts that the demands of the moral life shall be satisfied and its eternal principles obeyed. Character based on and enriched by knowledge and knowledge finding its purpose and fruit in character, these two aspects of mature and cultured Christian womanhood, this is the ideal for which this institution stands and is what it strives to realize in the lives of all its students.

I congratulate this college on having secured as its head one who by temper and training is so peculiarly fitted to take up the work of its builder and to uphold the ideals for which it was founded. With equal sincerity I congratulate him whom we honor to-day on the opportunities before him to work out the purpose which has gripped his soul. In the life of every man and in the history of every institution some few days stand out above all others with peculiar significance and meaning. To-day is such a day in the history of this college and in the life of him who is now its head. We have to-day invested him with the symbols of authority and have proclaimed him the official head of this great institution. We have not permitted him to enter upon the privileges and duties of his high office without calling his attention to the field before him with its myriad oppor-

tunities yet undeveloped and its multitude of problems yet unsolved. In the masterly address of the morning he in turn has shown us how clearly he has grasped the situation and how well prepared he is to grapple with its problems.

And now in order that we may complete and crown the day, it remains only that we should express what is in the hearts of us all, our sincere good wishes and hearty Godspeed.

President Burton: as the representative of the college which numbers you among its graduates, I bring to you our respect and confidence and admiration. As a fellow member of the class which shared with you the life of a great university, I bring to you our affection and our love. Speaking a word in behalf of the institutions of learning all over our land, I assure you that we welcome you as a leader among us. And now as these institutions shall greet you in the persons of their various representatives, it is with confidence in your strength of leadership, with faith in your ideals and purpose, and with warm good wishes for your success and that of the work for which you have this day been set apart.

THE FORMAL PRESENTATION OF DELEGATES
BY PROFESSOR WILLIAM FRANCIS
GANONG, MARSHAL OF THE FACULTY

Salutations from delegates of institutions of learning who honor this occasion by their presence have been expressed by the two speakers who have just addressed us.

PRESIDENT BURTON: It is now my duty and my privilege to present to you the delegates individually in order that they may have an opportunity to convey to you in person their own greetings and those of the institutions they represent.

The first group consisted of the Foreign University delegates. The American Institutions, after the United States Bureau of Education, were called in the order of their foundation. When Professor Ganong spoke the name and gave the official position, each delegate, ushered by one of the assistant marshals, came upon the platform and greeted President Burton. As the audience recognized the names of guests from other institutions, hearty applause was given, especially increased when the delegates stopped to speak with the President Emeritus.

THE RECEPTION AND CONCERT

A reception by President and Mrs. Burton to the delegates and invited guests from abroad followed in the Students' Building at half past four. A group of student ushers under their marshal of the day, Elsie Baskin, 1911, presented the guests to President and Mrs. Burton in the library. In the large hall, decorated with laurel and yellow chrysanthemums, and in the small rooms refreshments were served.

Many of the guests were able to stay over the evening for the concert by the Boston Symphony Orchestra, which made a fitting close for a day full of inspiration and promise for the new decades of usefulness that lie before Smith College.

COMMITTEES.

THE COMMITTEES OF ARRANGEMENTS
FOR THE INAUGURATION

MAIN COMMITTEE

From the Trustees

John Bates Clark
Chairman
Arthur L. Gillett
Mrs. Ruth Bowles Baldwin
Charles N. Clark

From the Faculty

Henry M. Tyler
Chairman
John T. Stoddard
Eleanor P. Cushing
Anna A. Cutler
Louisa S. Cheever
Secretary
William F. Ganong

SUB-COMMITTEES

Program and Degrees

Henry M. Tyler
Anna A. Cutler
Charles N. Clark
H. Norman Gardiner
(For printing program)

Invitations

Louisa S. Cheever
Elizabeth D. Hanscom
Elizabeth K. Adams

Form of Honorary Degrees

John E. Brady

H. Norman Gardiner

Academic Functions

William F. Ganong
Frank A. Waterman
Georgia L. White
John C. Hildt

Correspondence

Louisa S. Cheever
William F. Ganong
Arthur H. Pierce
Elizabeth D. Hanscom

Luncheon

Cornelia T. Perry
C. Isabel Baker
Katharine S. Woodward

Finding Entertainment

Henry M. Tyler
Julia H. Caverno
Eleanor P. Cushing

Receptions

Mary A. Jordan	Caroline B. Bourland
John T. Stoddard	Elizabeth K. Adams
Josephine A. Clark	Katharine S. Woodward
Charles D. Hazen	Mary M. Hopkins

Receiving of Guests

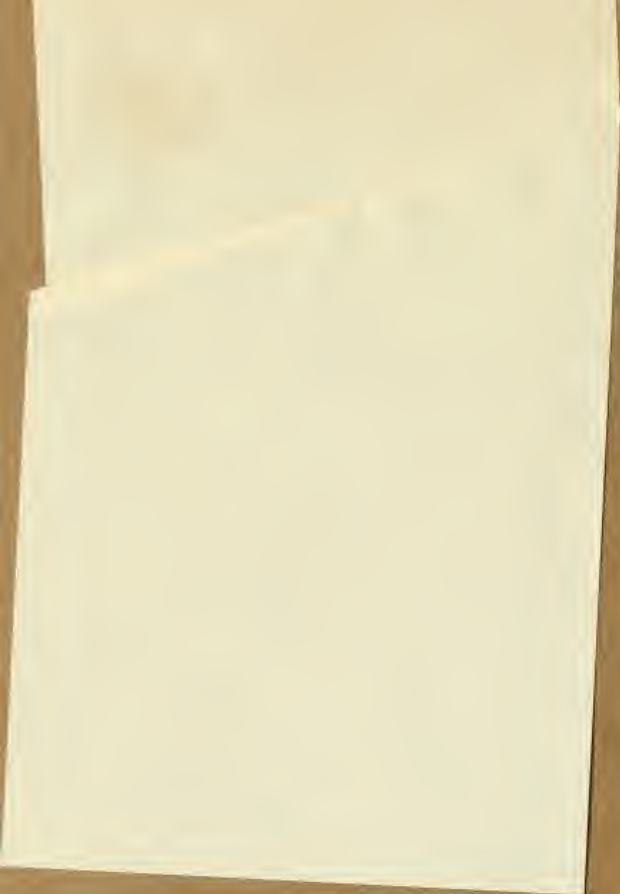
Arthur H. Pierce	Caroline B. Bourland
Elizabeth K. Adams	Ernst H. Mensel
	Elizabeth S. Mason

MARSHAL

William F. Ganong

ASSISTANT MARSHALS

Frank A. Waterman	John C. Hildt
Georgia L. White	Irving F. Wood
	Harriet A. Bigelow



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LeRoy Burton.

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